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ABSTRACT

This document contains the National Association of Student Personnel Administrators (NASPA) statement, A Perspective on Student Affairs, issued in 1987 on the 50th anniversary of The Student Personnel Point of View. The document also provides the Student Personnel Point of View statements from 1949 and from 1937. The 1987 publication provides a review of the development of student affairs as an integral part of American higher education, presenting a perspective on higher education which emphasizes the changes in students and institutions. A historical overview is provided, as well as a description of the current context of higher education, a list of 12 assumptions and beliefs, a discussion of the role of student affairs, and a conclusion. The 1949 publication asserts that the central purpose of higher education is the preservation, transmittal, and enrichment of culture by means of instruction, scholarly work, and scientific research. Following a brief overview of student affairs work, it presents present-day objectives for 1949 and outlines the essential parts of a plan and program to help colleges assist students to achieve optimum development of powers and usefulness. The elements of a student personnel program are described, the administration of student personnel work is considered, and the importance of the research emphasis is discussed. The 1937 publication presents the philosophy of higher education and the role of student personnel services. The issues of coordination and future development are addressed. (NB)

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POINTS OF VIEW

A Perspective on Student Affairs, 1987

The Student Personnel Point of View, 1949

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The American Council on Education has granted permission to reprint the original 1937 and 1949 statements as part of this book. The text reflects language usage of that period.

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NASPA is pleased to reprint A Perspective on Student Affairs: A Statement Issued on the 50th Anniversary of the Student Personnel Point of View.

Introduction

Ten thousand copies of *A Perspective on Student Affairs* have been distributed to student affairs professionals and other higher education leaders. Many individuals suggested that it would be helpful to have copies of the 1937 *Student Personnel Point of View* and the 1949 revision available with *A Perspective on Student Affairs.*

NASPA hopes that *Points of View* is a useful resource for practitioners, graduate students, and faculty members interested in tracing and documenting the history and philosophy of the profession.

Thomas Goodale
NASPA President, 1988-89

Nineteen eighty-seven marked the 50th anniversary of The Student Personnel Point of View *statement published by the American Council on Education.*

A Perspective on Student Affairs:

A Statement Issued on the 50th Anniversary of The Student Personnel Point of View

The statement has served as a foundation document for the student affairs profession.

In January 1986, the NASPA Board of Directors unanimously endorsed a proposal to establish a blue ribbon committee to reexamine *The Student Personnel Point of View* and prepare a statement that sets forth the essential assumptions and purposes that underlie our work in student affairs. In February 1986, the ACE agreed to participate in this initiative with NASPA.

NASPA President Chambers appointed a Plan for a New Century Committee, chaired by Dr. Arthur Sandeen, vice president of student affairs at the University of Florida. The committee formally convened five times during 1986-87. In addition, 18 different public forums were held to solicit ideas. Committee members also corresponded with dozens of leaders of higher education, student affairs professionals, faculty, and others to solicit ideas and reactions about current perspectives on student affairs. In June 1987, the committee completed its consultations and deliberations and prepared its report, *A Perspective on Student Affairs: A*

Statement Issued on the 50th Anniversary of the Student Personnel Point of View.

The report was unanimously endorsed by the NASPA Board of Directors at its July 1987 meeting. The ACE Board of Directors received the report at its October 1987 meeting.

This statement reveals what the higher education community can expect from student affairs. It is issued in commemoration of the 50th anniversary of the 1937 *Student Personnel Point of View* but is in no way intended to be a revision of either the 1937 or 1949 statements. It is a perspective written in 1987 to stimulate greater understanding of student affairs among leaders in higher education.

Student affairs is a main component of a college or university and must not become isolated as an entity unto itself. This statement is intentionally addressed to presidents and chief academic, financial, and student affairs officers and other leaders in higher education.

NASPA believes that *A Perspective on Student Affairs* will play an important role in the contemporary scene and in the history of higher education and the student affairs profession. The statement enumerates the major assumptions and beliefs which guide student affairs practice. It describes what institutions and individual students can expect from student affairs professionals. *A Perspective on Student Affairs* will serve as a stimulus for discussion and debate within the higher education and student affairs profession. This discussion and debate should foster a renewed understanding and appreciation of the contributions student affairs profes-

sionals make to institutions of higher education and the students they serve.

NASPA is pleased to present *A Perspective on Student Affairs*. The original printing was made possible by generous grants from Marriott Education Services and American College Testing.

Judith M. Chambers
NASPA President, 1986-87

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A Plan for a New Century Committee Members

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Acknowledgements

The Plan for a New Century Committee wishes to express its appreciation to NASPA for its sponsorship of this report. The committee is grateful to Marriott Education Services, which provided a generous grant supporting the committee's work. A grant from American College Testing made it possible to print and distribute the original report.

Finally, the committee expresses its thanks to our many colleagues in student affairs who made helpful suggestions to us during the year.

Introduction

In 1937, the American Council on Education (ACE) sponsored an invitational conference for educational leaders whose interest in students extended beyond the classroom. The conference resulted in a report, *The Student Personnel Point of View*, which became a foundation document in the field of professional practice known as student affairs. A revision of the report was published by ACE in 1949. Both documents helped create an understanding of the role of student affairs in higher education.

On the 50th anniversary of the 1937 statement, the American Council on Education applauds the National Association of Student Personnel Administrators for offering this statement. Its purpose is to present a perspective on what the higher education community can expect from student affairs.

The following commentary provides a review of the development of student affairs as an integral part of American higher education. A perspective on higher education is presented which emphasizes the changes in students

and institutions which are influencing the educational environment.

Student affairs professionals hold a set of assumptions and beliefs which shape their work. These points of view are discussed and provide the foundation for the role of student affairs in an institution. Finally, specific expectations for student affairs professionals are presented.

Historical Overview

In the colonial college, faculty were concerned in equal measure with the intellectual, religious, and moral development of students. White male students, entering institutions as early as age 13, were exposed to religious teaching, and this pattern existed in most colleges throughout the 18th century and for at least half of the 19th century. Higher education continued to serve a homogeneous clientele within a religious framework.

Changes in higher education after the Civil War contributed significantly to the emergence of student affairs work. These changes were in part a reflection of a rapidly growing population, unprecedented industrial growth, and federal legislation which dramatically altered the nature and purpose of public higher education.

As a result, the purposes of higher education were broadened to include education for responsible, enlightened citizenship as well as vocational training. Programs of study became more specialized and options available to students increased as some institutions began to emphasize graduate study and research, technical training, and teacher preparation. With an expanded curriculum came a more diverse student population. Students came from a broader economic spectrum and had different expec-

tations for their collegiate experience. The number of coeducational institutions increased rapidly, and women's colleges prospered. Institutions for Black Americans were founded because Black students were excluded from most colleges and universities.

Changes in the American professoriate also occurred. A growing number of faculty pursued graduate study at German institutions where they were introduced to scholarly research grounded in the scientific method. In the German system, faculty showed little interest in students' activities beyond the classroom, an attitude often reflected by American faculty returning from study in Europe. Although American institutions were influenced in varying degrees by these changes, the prestigious, complex institutions were affected most. It was at these institutions where the student affairs field emerged.

Some university presidents responded to changes in faculty interests and values by appointing persons to be responsible for student matters. Frequently, they were called Dean of Men or Dean of Women, and their initial charge was to resolve student problems and to administer campus discipline. No formal body of knowledge or preparation specific to student affairs work was available. These pioneers compensated by maintaining a flexible approach to work, and by sharing information with each other. The first formal program of study in student affairs was a program in vocational guidance offered at Teacher's College, Columbia University, in 1916.

Within the next two decades, the expansion of student affairs prompted the American Council on Education to assess the growing field. The result of that study was the publication of *The Student Personnel Point of View* in 1937.

The document described a number of functions for this field, noted the need for coordinating student affairs programs and services with other units in the institution, and emphasized the importance of educating the whole student.

The tenets of the original statement were reaffirmed in a revision published in 1949. However, the experience of World War II underscored the need for additional goals for higher education, including:

- education for democracy
- education for international understanding
- education to solve social problems.

The authors of the revised document described the contributions student affairs could make in helping institutions and students attain these goals.

During the 1950s and 1960s, enrollments at many institutions more than doubled, faculty were in short supply, and the federal government invested unprecedented resources for facilities, research, and student aid. Explosive growth in the number of public community colleges provided higher education opportunities to nearly every high school graduate and to older citizens. The scope of student affairs responsibilities also expanded as students became more varied in their abilities, age, aspirations, and racial and ethnic backgrounds. "Great Society" policies and civil rights legislation, judicial intervention, the Vietnam War, and a change in the age of majority fueled student activism on many campuses and forced a reassessment of the relationship between student and college.

Many significant changes have occurred within colleges and universities since 1937. The practitioners and scholars who contributed to *The Student Personnel Point of View*

wrote from their time and place. Yet the themes and issues addressed in their work are important in understanding why student affairs is a major component of higher education.

The Current Context of Higher Education

Institutional diversity is one of the greatest strengths of American higher education. Together, over 3,000 colleges and universities serve about 13 million students. Some institutions emphasize baccalaureate education grounded in the liberal arts tradition. Others have multiple purposes and include undergraduate, graduate, professional, and technical education and serve thousands of students from around the world. Still others are community oriented, and their offerings reflect local or regional educational needs. The role of student affairs is largely determined by the mission and goals of the institution.

The traditional purposes of higher education are to preserve, transmit, and create knowledge; to encourage personal development; and to serve society. In addition, college and university programs help individuals cope with significant life transitions -- from adolescence to adulthood, from dependence to personal autonomy, from one occupation to another. Technological advances and escalating rates of change add to the complexity and challenge associated with these transitions.

Once perceived as isolated "ivory towers," institutions of higher education now frequently collaborate with government and industry. At the same time, the nation's investment in education subjects colleges and universities to scrutiny and control by federal and state agencies, accrediting bodies, and professional associations. Alumni, parents and family members, legislators, unions, corporate and philanthropic sponsors, and other special interest groups all

believe they have a stake in the enterprise and compete for the attention of faculty and administrators. The offices and administrative structures created to respond to these outside pressures have increased institutional complexity.

Differentiation and specialization in academic disciplines, and expanding responsibilities in research, teaching, and community service have contributed to stress within the professoriate. Institutions are sometimes confronted with financial problems, often triggered by enrollment shortfalls. At many institutions, class size has increased, particularly in the first two years of undergraduate study. Informal interaction with faculty enhances students' academic success and satisfaction, yet the frequency and quality of contact between professor and student often is unacceptably low. These factors have placed additional demands on students, faculty, and administrators.

While colleges and universities have changed in recent decades, so have students. More than half of all high school graduates enroll in colleges or universities, compared with only 20 percent in 1950. Women now outnumber men. Older citizens are returning to college. Fewer than half of undergraduates are 18-22 years old or are enrolled for full-time study on a residential campus. Many students are inadequately prepared for college level work, and are uncertain about their educational and career aspirations. Although many students attend college for traditional reasons, others enroll to acquire specific skills or information rather than to pursue a degree. Enrollment patterns vary. Some students take one or two classes a term while others are enrolled full time. Many work full time while taking classes. Others leave college but later return and resume their studies. Most take five or more years to obtain the baccalaureate degree.

On some campuses, students reflect the cultural, ethnic, and racial diversity of the United States. International students comprise a significant proportion of some student bodies. Students from low-income families remain underrepresented. By the year 2000, more than half of the students on many campuses are expected to be people of color, and the average age will be over 25. There will be more students for whom English is a second language. Students with physical and other disabilities will attend in increased numbers.

Substantial changes have occurred in student characteristics and the nature and organization of colleges and universities. Student affairs assists institutions in responding to changing conditions by providing services and programs consistent with students' needs and the institutional mission.

Assumptions and Beliefs

Student affairs professionals share some assumptions and beliefs that shape their work. These assumptions and beliefs guide their responses to new issues, changing times and circumstances, and recurring events. The following list is not exhaustive, nor will all student affairs staff agree that each guides their work to the same degree; the higher education community is too diverse for that to be the case. Yet, these ideas have remained remarkably unchanged over time and have been successfully applied to different collegiate settings.

No one of these assumptions and beliefs is unique to student affairs. Indeed, they are held by many others in higher education. It is the combination of these assumptions and beliefs that is distinctive. Together, they define the special contributions made by student affairs.

The Academic Mission of the Institution is Preeminent

Colleges and universities organize their primary activities around the academic experience: the curriculum, the library, the classroom, and the laboratory. The work of student affairs should not compete with and cannot substitute for that academic experience. As a partner in the educational enterprise, student affairs enhances and supports the academic mission.

Each Student is Unique

Students are individuals. No two come to college with the same expectations, abilities, life experiences, or motives. Therefore, students will not approach college with equal skill and sophistication, nor will they make equally good choices about the opportunities encountered there.

Each Person Has Worth and Dignity

It is imperative that students learn to recognize, understand, and celebrate human differences. Colleges can, and indeed must, help their students become open to the differences that surround them: race, religion, age, gender, culture, physical ability, language, nationality, sexual preference, and life style. These matters are learned best in collegiate settings that are rich with diversity, and they must be learned if the ideals of human worth and dignity are to be advanced.

Bigotry Cannot Be Tolerated

Any expression of hatred or prejudice is inconsistent with the purposes of higher education in a free society. So long as bigotry in any form exists in the larger society, it will be an issue on the college campus. There must be a commitment by the institution to create conditions where bigotry is forthrightly confronted.

Feelings Affect Thinking and Learning

Although students are in college to acquire knowledge through the use of their intellect, they feel as well as think. Students are whole persons. How they feel affects how well they think. While students are maturing intellectually, they are also developing physically, psychologically, socially, aesthetically, ethically, sexually, and spiritually. This is true regardless of age. Helping students understand and attend to these aspects of their lives can enhance their academic experiences.

Student Involvement Enhances Learning

Learning is not a passive process. Students learn most effectively when they are actively engaged with their work in the classroom and in student life.

Personal Circumstances Affect Learning

Physical disability, financial hardship, family circumstances, medical and psychological problems, and inadequate academic skills are examples of situations which often affect learning. Whenever possible, colleges and universities should assist students when such circumstances interfere with learning.

Out-of-Class Environments Affect Learning

Out-of-class social and physical environments are rarely neutral; they help or detract from students' social and intellectual development. Interactions between students and their environments shape attitudes, readiness to learn, and the quality of the college experience.

A Supportive and Friendly Community Life Helps Students Learn

A campus is usually a collection of small communities such as schools, departments, residences, teams, clubs, and ser-

vice, religious, social, and peer groups. Healthy communities are settings where students learn to work together, make and keep friends, care about the welfare of others, balance freedom and responsibility, and appreciate human differences. Communities are of high quality when they encourage friendships, intimacy, and intelligent risk taking, and allow values to be freely shared and examined.

The Freedom to Doubt and Question Must be Guaranteed
Students need to be encouraged and free to explore ideas, test values and assumptions in experience, face dilemmas of doubt and perplexity, question their society, criticize and be criticized. Hence the doctrines of academic freedom and of free speech that are central to the classroom must extend to other areas of campus life. Colleges and universities must protect and encourage ideological exploration and avoid policies or practices that bind the inquiring minds and spirits of students, faculty, and staff.

Effective Citizenship Should be Taught
A democracy requires the informed involvement of citizens. Citizenship is complex; thus, students benefit from a practical as well as an academic understanding of civic responsibilities. Active participation in institutional governance, community service, and collective management of their own affairs contributes significantly to students' understanding and appreciation of civic responsibilities.

Students are Responsible for Their Own Lives
Students learn responsibility when they bear the consequences of their actions and inactions in an environment marked by caring and support.

The Role of Student Affairs

Student affairs in a college or university is influenced by the distinctive character of the institution, including its history, academic mission, traditions, and location. The composition of the student body and faculty, the priorities of the chief executive officer and governing board, and the beliefs and knowledge of the student affairs staff also shape the responsibilities and the manner in which programs and services are delivered. The character of an institution largely determines the nature of student affairs programs, therefore, organizational structures and services may vary widely from one campus to another.

The beliefs and knowledge of student affairs staff influence the manner in which they work with individuals and groups, the ways in which policies are made, and the content of programs and services. Knowledge about human growth and development and how environments shape student behavior also influence the role of student affairs. Therefore, student affairs staff should be expected to be experts on students and their environments.

Effective student affairs professionals use personal persuasion and collegial participation in the resolution of issues and problems. In a pluralistic campus community, the manner in which policies are made, decisions are reached, and controversial issues are handled may be as important as the results themselves. Indeed, an institution transmits values to students by the way it approaches policies, decisions, and issues. Student affairs assumes a major role in encouraging and establishing open and humane methods of campus decision making and the rational resolution of conflict.

While student affairs functions vary by institution, certain expectations and responsibilities are common to most col-

leges and universities. Some expectations and responsibilities address matters of concern to the entire institution while others are more specific to the needs and interests of students.

Student affairs staff provide programs and services directly to institutions. Student affairs staff can be expected to:

- Support and explain the values, mission, and policies of the institution
- Participate in the governance of the institution and share responsibility for decisions
- Assess the educational and social experiences of students to improve institutional programs
- Provide and interpret information about students during the development and modification of institutional policies, services, and practices
- Establish policies and programs that contribute to a safe and secure campus
- Effectively manage the human and fiscal resources for which student affairs is responsible
- Support and advance institutional values by developing and enforcing behavioral standards for students
- Advocate student participation in institutional governance
- Provide essential services such as admissions, registration, counseling, financial aid, health care, housing and placement which contribute to the institutional mission and goals
- Serve as a resource to faculty in their work with individual students and student groups
- Encourage faculty-student interaction in programs and activities

- Advocate and help create ethnically diverse and culturally rich environments for students
- Assume leadership for the institution's responses to student crises
- Be intellectually and professionally active
- Establish and maintain effective working relationships with the local community
- Coordinate student affairs programs and services with academic affairs, business affairs, development, and other major components of the institution.

Student affairs staff provide programs and services directly to students. Student affairs staff can be expected to:

- Assist students in successful transition to college
- Help students explore and clarify values
- Encourage development of friendships among students and a sense of community within the institution
- Help students acquire adequate financial resources to support their education
- Create opportunities for students to expand their aesthetic and cultural appreciation
- Teach students how to resolve individual and group conflicts
- Provide programs and services for students who have learning difficulties
- Help students understand and appreciate racial, ethnic, gender, and other differences
- Design opportunities for leadership development
- Establish programs that encourage healthy living and confront abusive behaviors

- Provide opportunities for recreation and leisure-time activities
- Help students clarify career objectives, explore options for further study, and secure employment.

Conclusion

Throughout the history of American higher education, student affairs has contributed a special perspective about students, their experiences, and their campus environments. The foundation of this perspective draws on research about teaching and learning, and on assumptions emphasizing the importance of community, diversity, and individual differences to a high quality college experience.

The agenda for higher education has never been more challenging. Colleges and universities must reflect the values of a pluralistic society, provide a forum in which these values can be tested, and seek solutions to persistent issues and problems. Higher education also is expected to provide leadership in responding to perplexing dilemmas facing society -- excellence and access, stability and change, freedom and responsibility, individual interests and the common good.

Similar dilemmas characterize college and university life. Each student is unique, yet all students should be treated equitably; campus traditions contribute to a sense of community, yet certain traditions may cause some to suffer indignities; responsible citizenship demands that unjust norms be challenged, yet public criticism of institutional policies is often unsettling.

Student affairs has a diverse and complicated set of responsibilities. As a partner in the educational enterprise, student affairs enhances and supports the academic mission. In addition, student affairs professionals must advocate for the common good and champion the rights of the individual; encourage intelligent risk taking and set limits on behavior; encourage independent thought and teach interdependent behavior. The extent to which colleges are successful in creating climates in which these paradoxical goals can coexist will be reflected in how well students are able to recognize and deal with such dilemmas during and after college. The student affairs profession is committed to helping students and institutions successfully meet these challenges.

Philosophy and Objectives

The central purpose of higher education is the preservation, transmittal, and enrichment of culture by means of instruction, scholarly work, and scientific re-

The Student Personnel Point of View, 1949

search. During the past few decades experience has pointed up the desirability of broadening this purpose to embrace additional emphases and objectives. Among these new goals, three stand out:

- Education for a fuller realization of democracy in every phase of living
- Education directly and explicitly for international understanding and cooperation
- Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

Although these added goals aim essentially at societal growth, they affect positively the education and development of each individual student. The development of students as whole persons interacting in social situations is the central concern of student personnel work and of other agencies of education. This emphasis in contemporary education is the essential part of the student personnel point of view.

The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student's well-rounded development -- physically, socially, emotionally, and spiritually -- as well as intellectually. The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal processes of our American democracy, his full and balanced maturity is viewed as a major end-goal of education and, as well, a necessary means to the fullest development of his fellow citizens. From the personnel point of view any lesser goals fall short of the desired objectives of democratic educational processes and is a real drain and strain upon the self-realization of other developing individuals in our society.

The realization of this objective -- the full maturing of each student -- cannot be attained without interest in and integrated efforts toward the development of each and every facet of his personality and potentialities. His deepening understanding of his world is not sacrificed to his emotional maturing. His physical well-being does not become a limited end in itself. His maturing sense of values, social and spiritual, is not sacrificed to his understanding of the world of man and nature. His need for developing a sound philosophy of life to serve as the norm for his actions now and in adult life is not neglected in the college's emphasis on his need for intellectual and professional competence. Rather are all known aspects of the personality of each student viewed by the educator and personnel worker as an integrated whole -- as a human personality living, working, and growing in a democratic society of other human personalities.

A long and honorable history stands behind this point of view. From the Middle Ages until the beginning of the 19th century, European higher education and its American offshoots gave as much attention to the social, moral, and religious development of students as to their intellectual growth. But the rise of the modern research-centered German university early in the 19th century led to the abandonment of this personal concern for students and centered on an intellectualistic concern. Influenced by German models, American educators steered American higher education toward intellectualism.

Prosecution of scientific research and the stimulation of the intellectual development of students became the dominant emphases in American higher education. The earlier concern of Colonial educators for the spiritual, social, and personal development of students was shunted aside for more than a half century in most universities and in some colleges. At the turn of the present century, certain great social forces matured and converged to shift attention back to the student's broad development in all aspects of his personality.

The student personnel movement developed during the early 20th century in part as a protest against German-born intellectualism and also as the result of the findings of the psychology of individual differences during the second decade of the present century. Its evolution was stimulated by the huge growth of American colleges and universities following the first world war. With hordes invading institutions of higher education, colleges sought means to maintain some personal and individual relationship with students.

Present-Day Objectives

The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals, rather than as entries in an impersonal roster. The movement, at the same time, expresses awareness of the significance of student group life in its manifold expressions from student residence to student mores, from problems of admission to problems of job placement. It has developed as the division of college and university administration concerned with students individually and students as groups. In a real sense, this part of modern higher education is an individualized application of the research and clinical findings of modern psychology, sociology, cultural anthropology, and education to the task of aiding students to develop fully in the college environment.

The specific aspects of the student personnel program stemming from the above point of view will be discussed in a later section. In addition, however, certain fundamental issues in education are affected by the application of the personnel point of view.

The optimum development of the individual necessitates the recognition by teachers and administrators, as well as by professional personnel workers, of individual differences in backgrounds, abilities, interests, and goals. In the light of such individual variations each institution should define its educational purposes and then select its students in terms of these purposes. This concept of development demands flexibility in methods of teaching and in the shaping of content to fit the individual differences found in students. It also requires integration of various aspects of the curriculum.

The individual's full and balanced development involves the acquisition of a pattern of knowledge, skills, and attitudes consistent with his abilities, aptitudes, and interests. The range of acquisition is a broad one. Through his college experiences, he should acquire an appreciation of cultural values, the ability to adapt to changing social conditions, motivation to seek and to create desirable social changes, emotional control to direct his activities, moral and ethical values for himself and for his community, standards and habits of personal physical well-being, and the ability to choose a vocation which makes maximum use of his talents and enables him to make appropriate contributions to his society.

But such broad-gauge development of the individual should in no sense be considered as a sufficient and complete goal in itself. It is axiomatic today that no man lives in a social vacuum. Rather individual development is conditioned by the kind of society in which a person lives, and by the quality of interpersonal and group relationships which operate around him. He is constantly affecting society; and society is constantly shaping him. These relationships constitute the cultural patterns with which higher education must be concerned in its efforts to stimulate and guide the development of each of its students.

The cultural patterns of America have been, and will continue to be, deeply affected by the emergence of the United States as a world power. With the nation's new status in world affairs, the preservation of basic freedoms and responsibilities at home becomes increasingly important. Our way of life depends upon a renewed faith in, and extensive use of, democratic methods; upon the development of more citizens able to assume responsibilities in matters of

social concern; and upon the active participation of millions of men and women in the enterprise of social improvement.

A social philosophy as that outlined above thrusts upon the college an urgent responsibility for providing experiences which develop in its students a firm and enlightened belief in democracy, a matured understanding of its problems and methods, and a deep sense of responsibility for individual and collective action to achieve its goals. Both classroom and out-of-class activities of the college should be related to these ends, and students' organizations should be incorporated in the institution's total educational program. In both the curricular and cocurricular program of the college the dynamic forces of society should be skillfully organized for the use of their learning values in furthering the development of students.

As educators, our attention should be focused upon the social forces on the institution itself, which also provides learning experiences for the student. For example, the relationship among the various groups on the campus affect such social development. If faculty and students and faculty and administration work closely together in achieving common objectives, curricular and cocurricular, the learning of socially desirable processes is thereby enhanced.

The college or university which accepts these broad responsibilities for aiding in the optimum development of the individual in his relations to society will need to evaluate carefully and periodically its curricular offerings, its method of instruction, and all other resources for assisting the individual to reach his personal goals. Among its important resources, it also will need to provide and strengthen the type of services, as outlined in the next section, encompassed within the field of student personnel work.

Student Needs and Personnel Services

During their college years, students have opportunities for intensive classroom learning supplemented by many of the major elements of community living. Students live, work, make friends, have fun, make financial ends meet -- all within the community of scholars. Since colleges seek to assist students to achieve optimum development of powers and usefulness, a comprehensive and explicit plan and program embracing many personnel services are necessary for this undertaking. The essential parts of such a plan and program are outlined in the following sections.

The student personnel point of view holds that the major responsibility for a student's growth in personal and social wisdom rests with the student himself. Necessarily, however, his development is conditioned by many factors. It is influenced by the background, the abilities, attitudes, and expectancies that he brings with him to college, by his college classroom experiences, and by his reactions to these experiences. A student's growth in personal and social wisdom will also be conditioned by the extent to which the following conditions are attained:

The Student Achieves Orientation to His College Environment

Individuals are freer to learn, are under less strain, suffer less confusion, and have more consistent and favorable self-concepts if they feel at home and oriented in relation to their environment. The personnel worker attempts to help students feel at home in their college environment through:

- Interpreting institutional objectives and opportunities to prospective students, to their parents, and to high school faculties

- Selecting students who seem, after study, to be able to achieve in relation to the college offerings and requirements
- Orienting students to the many phases of their college lives through a carefully designed program that involves such methods and experiences as personnel records, tests, group instruction, counseling, and group life.

The Student Succeeds in His Studies

The college or university has primary responsibility in selecting for admission students who have basic qualities of intelligence and aptitudes necessary for success in a given institution. However, many otherwise able students fail or do not achieve up to the maximum capacity because they lack proficiency or personal motivation for the tasks set by the college, because of deficiency in reading or study skills, because they do not budget their time properly, have emotional conflicts resulting from family or other pressures, have generally immature attitudes, are not wisely counseled in relation to curricular choices, or because of a number of other factors. In order that each student may develop effective work habits and thereby achieve at his optimum potential, the college or university should provide services through which the student may acquire the skills and techniques for efficient utilization of his ability. In addition to the contribution of counseling and removing blockages from his path toward good achievement, the student may also need remedial reading and speech services, training in effective study habits, remediation of physical conditions, counseling concerning his personal motivations, and similar related services.

The Student Finds Satisfactory Living Facilities

Comfortable and congenial living arrangements contribute to the peace of mind and efficiency of the student. If effectively organized and supervised, the facilities that provide for food and shelter can also contribute to his social development and to his adjustments to group opportunities and restraints.

The Student Achieves a Sense of Belonging to the College

To a large extent, the social adjustment of an individual consists of finding a role in relation to others which will make him feel valued, will contribute to his feeling of self-worth, and will contribute to a feeling of kinship with an increasing number of persons. The student personnel program will help him achieve these goals through:

- Stimulating the development of many small groups
- Fostering the development of a program of student-initiated activities
- Encouraging the development of a diversified social program
- Developing opportunities for participation in college-community cooperative activities
- Fostering teacher-student intellectual and social relationships outside of the classroom.

The Student Learns Balanced Use of His Physical Capacities

It is not enough to conceive of a health service as an agency only for the treatment of illness in order to keep the student operating in the classroom at regular maximum efficiency. To be broadly effective, the health program should also aggressively promote a program of health education designed to equip each student with self-understanding and self-acceptance at his optimum personal level of physical com-

petence. The adjustment of the individual to his physical potentialities as well as to his irremediable limitations is a basic element in his full development of personality.

The Student Progressively Understands Himself

This is the process of self-discovery and rediscovery which, progressively over a period of time, must unfold for the student in terms of his individual readiness for it. Through a rich program of experiences and skillful counseling, the student may acquire an understanding of himself, his abilities, interests, motivations, and limitations. With such understanding, the student becomes ready to make long-range life plans; he acquires the understanding and skills necessary to cope with life problems; he learns to face and olve his own personal problems; he grows personally and, in the process, makes constructive social contributions. To aid in this development, the college or university provides:

- Adequate services for testing and appraisal
- Skilled counselors trained in the art of stimulating self-understanding without directing decisions
- Useful records available for study so that the student may inform himself of his present status and be apprised of whatever growth and development he has thus far achieved
- Other services which will help the student acquire such specialized knowledge as the individual should have concerning himself in order to make reasoned and reasonable choices and decisions.

The Student Understands and Uses His Emotions

As mainsprings of action, emotions either may lead to disorganized and random behavior or to concerted, directed, worthwhile accomplishment. Directed emotions may enrich and strengthen action which is otherwise sterile and ter-

minal. A human being is a creature of emotions as well as intellect. Effective personal counseling will help the student to understand and use his emotional powers for maximum, directed action. Without such understanding and self-direction, the student may soon find himself not only ineffective, but also socially inept and unacceptable. The counseling service, psychiatric services, and organized group activities are among the parts of the student personnel services which may assist the student in this area of achievement.

The Student Develops Lively and Significant Interests

Many aspects of personality directly related to attractiveness, alertness, and forcefulness are conditioned by the number and depth of interests an individual is able to cultivate. The effective college will recognize this by:

- Helping the student to discover his basic interests
- Fostering a program of recreational and discussional activities that is diversified.

The Student Achieves Understanding and Control of His Financial Resources.

Learning how to live within his income, how to increase that income, how to find financial aids that are available are part of an understanding of the student's economic life. Such an understanding of money values must be achieved in balanced relationships to physical energy, curricular, and social demands.

Counseling students on financial matters and administering financial aids in such a way as to help the most worthy and most needy are important parts of the student personnel program.

The Student Progresses Toward Appropriate Vocational Goals

Some students enroll in college with a definite plan of preparations for a career. Others will modify their plans as they acquire new interests or gain clearer understanding of their own capacities and of requirements for certain occupations in relation to the needs of society. Many men and women who come to college do so without any plans or understanding of themselves in relation to the needs of society. Many men and women who come to college do so without any plans or understanding of themselves in relation to the world of work. The college has a responsibility to see that these students have access to accurate, usable information about opportunities, requirements, and training for various occupations appropriate to their possible levels of vocational preparation. Vocational counseling given on a basis of insight, information, and vision can help students to relate their future work to their life goals. When conducted with social imagination, such counseling can help to develop these leaders who will pioneer in new professions and in the extension of needed services for the country's welfare.

The Student Develops Individuality and Responsibility

Progressive emancipation from the restrictions of childhood is a major challenge to every adolescent. Reveling in his new-found freedoms, for which he may not yet be prepared by adequate self-discipline, the college student may find himself in conflict with accepted social patterns and standards. Other students, whose domination by their families may extend to the college campus, may voice their rebellion in actions offensive to their fellow students or embarrassing to the college family to which they now belong. In such situations, preventive therapy may be accomplished by enlisting parental cooperation in counseling in such personal problems when they are discovered and diagnosed. When

the need for social discipline does arise, the college should approach the problem as a special phase of counseling in the development of self-responsibility for behavior rather than in a spirit of punishment of misbehavior.

The Student Discovers Ethical and Spiritual Meaning in Life

For many students, the introduction to scientific understandings and meanings in the classroom may necessitate a drastic reorientation of religious ideology at a new level of objectivity. The time-honored teachings of organized religion may lose their effectiveness both as explanatory and guiding principles. The resultant disturbance may have deep and far-reaching ramifications into personal as well as family, and even broader, social conflicts. In his new search for values which are worthy of personal allegiance in a time of social conflict, the student needs mature guidance. The religious counselor and the religious activities program with a broad social reference may assist the student in developing an understanding of proper concepts of behavior, ethical standards, and spiritual values consistent with his broadened horizons resulting from newly acquired scientific and technical knowledge.

The Student Learns to Live with Others

The maintenance of individual integrity within a framework of cooperative living and working with others in a spirit of mutual service is the highest expression of democracy. By intelligent followership as well as by permissive leadership, the student prepares himself for his social obligations beyond the college. By means of special interest groups, student government, dormitory and house councils, and other guided group activities, the student personnel program can provide opportunities for developing in the student his capacities for both leadership and followership. The counseling service will also use such activities as may be

appropriate for individual therapy and development as the needs may be revealed through suitable diagnostic procedures.

The Student Progresses Toward Satisfying and Socially Acceptable Sexual Adjustments

During the years when young people are in college, they are normally deeply, although perhaps covertly, concerned with finding congenial marriage partners. This concern may produce anxieties which eventuate in behavior that may be either acceptable or unacceptable to society, and satisfying or unsatisfying to the individuals. Since marriage adjustment is basic to family stability, and since the family is our most important social institution, colleges should help students to effect satisfying, socially acceptable, and ethically sound sexual adjustments by (1) encouraging the development of a rich and diversified social and recreational program, and (2) providing counseling on relationship and marriage problems.

The Student Prepares for Satisfying, Constructive Postcollege Activity

For most students, the activities of postcollege years will be a combination of the practice of a profession, progression in an occupation, marriage and family life, and service as a community and world citizen.

Personnel services of the college appropriate to these attainments may include job placement, information about jobs, internships, graduate training programs, or opportunities for volunteer service. Some colleges include also some periodic follow-up contacts to determine the success of their graduates.

Elements of a Student Personnel Program

The achievement of the foregoing objectives requires the cooperative and integrated functioning of classroom and extraclass activities with the growth and development of the student as the focal point of all that is implied in the educational process. To be sure, not every student will need or make use of all the student personnel services just as, by the same token, not every student studies courses in every academic department. But the college should make optimum provision for the development of the individual and his place in society through its provisions for

- The process of admissions, not as a credit-counting service, but rather as a first step in the counseling procedure designed to interpret the institution to the student, his family and his high school teachers in terms of its requirements for success, its services, and its ability to satisfy his educational and personal needs.
- The keeping of personnel records and their use in the improved understanding of, and service to, the individual student as he has contact not only with the classroom, but also in all phases of his college or university life.
- The service to the student of trained, sympathetic counselors to assist him in thinking through his educational, vocational, and personal adjustment problems. Such a service should be so designed as to be in effect a cohesive agency drawing together all in the institution's resources in the process of facilitating the student's efforts to achieve the objectives of higher education. This service will have access, either through direct association or as a supplementary service, to psychological testing and other special diagnostic services as may be necessary

to achieve better and more objective appraisal and understanding of the individual. Resources for adequate vocational information as may be needed by the student in the process of his orientation should be closely correlated with the counseling program. Special attention should be given to the educational importance of supplementing the efforts of counseling specialists by the use of carefully selected, specially trained faculty members serving as advisors and counselors.

- Physical and mental health services whose orientation is not only the treatment of illness, but also, and even primarily, an educational program of preventive medicine and personal hygiene counseling.
- Remedial services in the areas of speech, reading, and study habits, recognizing that the presence of defects in these areas may seriously impede the functioning of many able students and also restrict the contributions which may be made by otherwise adequate personalities.
- Supervision and integration of housing and food services to the end that they shall not only provide for the physical comforts of students, but also shall contribute positively to education in group living and social graces.
- A program of activities designed to induct the student into his new life and environment as a member of the college or university family.
- The encouragement and supervision of significant group activities arising from the natural interests of students.

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- A program of recreational activities designed to promote lifetime interests and skills appropriate to the individual student.
- The treatment of discipline as an educational function designed to modify personal behavior patterns and to substitute socially acceptable attitudes for those which have precipitated unacceptable behavior.
- Financial aid to worthy students, not as a dole, but as an educational experience in personal budgeting and responsibility.
- Opportunities for self-help through part-time and summer employment, geared as nearly as possible to the defined vocational objectives of the student.
- Assistance to the student in finding appropriate employment after leaving college and subsequently assisting alumni in further professional development.
- The proper induction, orientation, and counseling of students from abroad.
- The enrichment of a college and postcollege life through a well-integrated program of religious activities, including interfaith programs and individual religious counseling.
- Counseling for married students and for those contemplating marriage to prepare them for broadening family and social responsibilities.
- A continuing program of evaluation of student personnel services and of the educational program to ensure the achievement by students of the objectives for which this program is designed.

The Administration of Student Personnel Work

The administrative pattern of student personnel work in any one college or university will necessarily be adapted to the local resources and personnel. Although no definitive and evaluative studies of different types of administrative organizations are available, yet in the last decade of student personnel work, the following generalizations have evolved.

Interrelation of Campus Resources

Everyone on a campus, from the students to the president, participates in some phase of the student personnel program. But certain personnel functions are usually the direct responsibility of designated staff members. Interested teachers devote time to counseling and the guidance of student organizations. Dormitory directors organize recreational and hobby activities. Such specialists as counselors, medical officers, psychiatrists, and psychometrists assist students in various ways. Many other examples of the range and types of personnel workers will be identified by the interested observer.

The nature of student personnel work is such that certain aspects of most activities may involve the interrelationship of a number of individuals in varying ways. For example, the operation of an effective orientation program for new students draws on many different persons. The teacher-counselor, the admissions officer, the doctor, other students, the administrative heads of the institution, the housing officer, recreational leaders, and others must contribute to an effective orientation program. Such interrelation of resources makes coordination necessary.

Administrative Structure

Experience indicates that specialized functions performed by trained personnel staff members should be organized with the customary definiteness found in instructional departments and colleges. For example, functions related to counseling need to be organized in a department, bureau, or center manned by the staff performing such functions. In similar manner, the functions of admissions, supervision of extracurricular activities, and many others of those discussed in the previous section need to be assigned to designated persons and departments.

This is not to say, however, that each personnel function needs to be organized in a separate bureau or assigned to a different individual or that each bureau or individual has a monopolistic control over its special functions. In smaller institutions where the volume of work and the number of available staff members are limited, the form of organization can be simpler. But the principle of definiteness of assigned responsibility for each personnel function should be clearly established, even though only one member of a staff may be available to perform the function. In larger institutions, the volume of work permits, and sometimes compels, more formal organization and greater degrees of specialization.

As volume of services and size of staff increase, the necessity for centralization of administrative responsibility of an overall nature becomes more readily apparent. The experience of the past decade indicates the desirability of assigning responsibility for personnel work to an administrator. This generalization follows the pattern clearly established historically of designating instructional responsibility in the dean of a faculty or in the president in a small institution. When volume of work and other factors

warrant it, a personnel administrator should be free from responsibility for any one function or service in order that he may be able to deal effectively with overall program development and coordination on a college-wide basis. As in the case of the instructional program of a college, the major personnel administrator, working with and through a staff council of personnel workers, should be held responsible for such administrative functions as budget-making and distribution; recruitment of staff; appointment and induction of staff members; stimulation of professional growth of personnel staff members; planning the continuous development of cooperation and coordination among the personnel specialists and between personnel work and the instructional program of the institution; and evaluation of the effectiveness of the total program.

The advocacy of a single administrative head for personnel work does not imply the assignment to such a person of complete and arbitrary authority. Indeed, the president of a college leans heavily upon his council of deans for aid in administration. In turn, each dean shares his administrative responsibilities with an executive committee of his faculty. In similar manner, personnel administrators must enlist the help of specialists and of members of the instructional staff in determining policies and in planning personnel programs. Policy committees and coordinating councils should assist in administration and in continuous development of more effective services to education.

Decentralization of functions, as opposed to centralization in one person or one department, actually may increase the direct effectiveness of these services to students, provided that coordination produces the exchange of information and leads to the avoidance of conflict of services. Each institution must develop its own coordinating mechanisms for

bringing together these decentralized services into a balanced, institution-wide program. Coordinating councils, informal meetings, exchange of memorandums, the maintenance of friendly work relationships -- these and many other administrative devices need to be developed and maintained at a high level of effectiveness.

Process in Program Administration

Preoccupation with problems of administrative structure should not lead to neglect of process. Personnel literature to date is full of discussions of structure, of line and staff relationships, the points at which various responsibilities should rest, assignments of responsibility to various points of the structure, the ways in which parts should fit together, how they may be expected to work in relation to each other, and related topics.

Equal attention should be given to process. In a simple line and staff structure, for example, communication involves sharing information through organizational lines -- down from the top in a relay pattern and sometimes up from the bottom along the established lines. Personnel administrators recognize that even two-way communication, however efficiently carried out, is not adequate for personnel work, and further experience is needed with respect to alternative forms of communication and administrative relationships. For example, personnel workers of all types need to meet regularly for discussions of common problems and for planning of interrelated programs or services. Experience indicates that not only information, but also feelings, always important in cooperative undertakings and other types of human relations, can best be transmitted in such face-to-face situations, and in well-planned and executed staff discussions of common problems and cooperative enterprises. Similarly, group planning of programs and

discussions of issues and problems may produce better results than are obtained through the efforts of any single staff member. Furthermore, although each group will almost always create a header role and ask someone to take this role, full participation of all members is best achieved when the role is passed from person to person within the group in terms of the differing competencies and experiences of the members in relation to the varying needs of the total program.

Participation in Institutional Administration

Personnel workers at all levels of specialization and administrative responsibility should be given appropriate opportunity and responsibility for participating in planning and policy making for all phases of the institution's instructional and public relations program.

Students' Participation in Administration

Students can make significant contributions to the development and maintenance of effective personnel programs through contributing evaluations of the quality of the services, new ideas for changes in the services, and fresh impetus to staff members who may become immersed in techniques and the technicalities of the professional side of personnel work.

In addition to the use of advisory student councils and committees for reviewing programs and policies, personnel administrators and specialists should avail themselves frequently of opportunities for informal consultation with many individual students.

A Balanced Staff

Personnel specialists as well as personnel administrators should be chosen for their personal and professional com-

petence to discharge their responsibilities. Personnel specialists and administrators, both men and women, should be available in all of the personnel departments. That is, competent men counselors should be available for those students who prefer to consult a man. In like manner, competent women counselors should be available for those men and women who prefer to consult a woman about scholastic or personal adjustments. Both men and women administrators should be members of top policy-making councils.

Special attention needs to be given to the maintenance of balance in another respect, namely, narrow specialization in one type of technique, adjustment problem, or school of thought. Each personnel staff should be maintained in a balanced manner with respect to desirably varied professional points of view and professional backgrounds of specialists.

Criteria for Evaluating Program

The principal responsibility of all personnel workers lies in the area of progressive program development. Essentially this means that each worker must devote a large part of his time to the formulation of new plans and to the continuous evaluation and improvement of current programs. The test of effectiveness of any personnel service lies in the differences it makes in the development of individual students, and every worker must develop his own workaday yardstick for evaluation. The following suggest themselves as possible criteria for a continuing day-by-day appraisal of the program. No single criterion, alone and independent of others would probably have much validity, but taken together they may provide an effective working relationship among staff members with respect to their program responsibilities.

These criteria are:

- Students' expression of satisfaction and dissatisfaction with services received. These expressions may be informally collected or may be gathered systematically. Obviously, such expressions need to be critically evaluated in terms of the total situation.
- Expression of satisfaction and dissatisfaction with the program by members of the teaching staff. Again, such expressions need to be evaluated.
- The extent of students' uses of the personnel services. Again, this criterion must be applied with full cognizance of the limitations of financial resources and other institutional factors balanced against the needs of the personnel departments.
- The continuance of improvement in the professional training and professional status of members of the personnel staff through additional formal training, experiences, committee assignments, and other local, regional, and national recognition.
- The quality of the interpersonal relationships and cooperation between personnel workers and members of the instructional and noninstructional staffs, and among personnel specialists themselves.

Institutional Mores and Policies

The effectiveness of a student personnel program is determined not solely by either its technical quality or its administrative and financial structure, but even more by its institutional setting. In an institution where conditions are favorable to the maintenance of friendly, informal working relationships between teachers and students, and where the institutional leaders explicitly support such relationships, effective counseling may be developed far more readily and

effectively than would be the case in institutions burdened with an antifaculty attitude established among student leaders.

Personnel workers of all types, particularly those involved in group work functions, need to give continuous attention to the development of positive relationships in their work with student leaders. But, essentially, the institutional leader, the president, must set the standard of such mores. He can accomplish this by making clear his own basic attitudes toward students, teachers, and personnel workers, and the interrelated contributions of each group to the total institutional program of assistance to each student in his efforts to achieve full and broad development.

The Importance of the Research Emphasis

The present-day practices in student personnel work have been profoundly influenced by and, in many instances, have developed out of basic and applied research in psychology, education, anthropology, and psychiatry. Indeed, the interplay of research and practice is a dominant characteristic of modern personnel work. Much of the content of this booklet has been derived directly from research or from the application of the findings of research. In this present formulation of our current thinking of the nature of personnel work, we wish to close with an emphasis upon the developmental character of this part of higher education. And this means that we stress the ever-improving quality of personnel work achieved by means of the application to its processes, tools, techniques, and organization of the critical, experimental, and evaluative methods of science. Without

such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students. It follows, then, that personnel workers must be thoroughly trained in research methods as a part of their professional preparation. Adequate time and facilities for research must be made an integrated part of each institution's personnel program. With such an emphasis and such provisions, the increasing effectiveness of a personnel program may be maintained.

Historical Background

In January 1925, the Division of Anthropology of the National Research Council sponsored a meeting in Washington, D.C., of

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representatives of 14 institutions of higher education to discuss the problems of vocational guidance in college. Out of this conference developed the Intercollegiate Council on Personnel Methods which undertook to investigate ways and means of making available to educational institutions knowledge concerning students as individuals. In 1926 this group requested the American Council on Education to sponsor a study of personnel practices in colleges and universities. As a result of this request, the council established the Committee on Personnel Methods with H.E. Hawkes as chairman.

The initial undertaking of the Committee on Personnel Methods was a survey by L.B. Hopkins to determine what a number of institutions were then doing to assist the students to develop as individuals. The publication of the Hopkins report in *The Educational Record* of October 1926 focused national attention upon the importance of this area and upon the need for further research. During the next several years, the Committee on Personnel Methods, working through a number of subcommittees, inaugurated studies on certain aspects of the total student personnel problem. As a result of these studies, certain tools were prepared including the cumulative record cards, personality rating scales, and com-

parable achievement tests, which have influenced the improvement of student personnel services.

The American Council on Education in 1936 received the report of the Committee on Review of the Testing Movement which recommended the establishment of a Committee on Measurement and Guidance to coordinate activities of the council in the preparation of measurement materials. As a result of this recommendation, the council discharged the Committee on Personnel Methods and assigned its measurement functions to the new committee. The council, however, recognized the need for further investigation of certain fundamental problems related to the clarification of so-called personnel work, the intelligent use of available tools, and the development of additional techniques and processes. Consequently, the Executive Committee authorized the calling of a conference to discuss the possible contribution of the council in this area.

The following individuals met in Washington, D.C., on April 16 and 17, 1937, and unanimously adopted the following report. The group voted to refer the report to the Committee on Problems and Plans in Education of the American Council on Education.

Thyrsa Amos
F.F. Bradshaw
D.S. Bridgman
A.J. Brumbaugh
W.H. Cowley
A.B. Crawford
Edward C. Elliott
Burton P. Fowler
D.H. Gardner
H.E. Hawkes
L.B. Hopkins
F.J. Kelly
Edwin A. Lee
Esther Lloyd-Jones
C.S. Marsh
D.G. Paterson
C. Gilbert Wrenn
D.J. Shank
G.F. Zook

The Committee on Problems and Plans in Education at its meeting on May 6, 1937, approved the report of the conference and recommended to the Executive Committee of the council that a Committee on Student Personnel Work be established with instructions to propose a program of action in line with the general statement of the conference. The Executive Committee authorized the organization of the new committee (Committee on Student Personnel Work) thereafter, so notes George Zook, president of the American Council on Education in 1937.

Philosophy

One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture: the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.

This philosophy imposes upon educational institutions the obligation to consider the student as a whole -- his intellectual capacity and achievement, his emotional make up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone.

A long and honorable history stands behind this point of view. Until the last three decades of the 19th century, interest in the whole student dominated the thinking of the great majority of the leaders and faculty members of American

colleges. The impact of a number of social forces upon American society following the Civil War, however, directed the interest of most of the strong personalities of our colleges and universities away from the needs of the individual student to an emphasis, through scientific research, upon the extension of the boundaries of knowledge. The pressures upon faculty members to contribute to this growth of knowledge shifted the direction of their thinking to a preoccupation with subject matter and to a neglect of the student as an individual. As a result of this change of emphasis, administrators recognized the need of appointing a new type of educational officer to take over the more intimate responsibilities which faculty members had originally included among their duties. At the same time, a number of new educational functions arose as the result of the growing complexity of modern life, the development of scientific techniques, the expansion of the size of student bodies, and the extension of the range of educational objectives.

These officers were appointed first to relieve administrators and faculties of problems of discipline; but their responsibilities grew with considerable rapidity to include a large number of other duties: educational counseling, vocational counseling, the administration of loans and scholarship funds, part-time employment, graduate placement, student health, extracurricular activities, social programs, and a number of others. The officers undertaking responsibility for these educational functions are known by many names, but during the past two decades they have come, as a group, to be called personnel officers.

A number of terms are in general use in colleges and universities related to the philosophy of education which we have outlined. Illustrative of these terms are "guidance," "counseling," "advisory," and "personnel." Of these, we

believe the term "personnel" -- prefaced by "student" -- to be least objectionable. Rather than attempt a specific definition of "student personnel" as it is combined with such nouns as "work," "service," "administration," "research," etc., we offer the term "the student personnel point of view" as indicative of the total philosophy embodied in the foregoing discussion. The functions which implement this point of view -- indicated in the next section -- may be designated as "student personnel services." Similarly, the performance of these functions may be designated "student personnel work."

This background and discussion of terminology we believe to be important. Personnel work is not new. Personnel officers have been appointed throughout the colleges and universities of this country to undertake a number of educational responsibilities which were once entirely assumed by teaching members of faculty. They have also, because of the expansion of educational functions, developed a number of student personnel services which have but recently been stressed. The philosophy behind their work, however, is as old as education itself.

Student Personnel Services

This philosophy implies that in addition to instruction and business management adapted to the needs of the individual student, an effective educational program includes in one form or another the following services adapted to the specific aims and objectives of each college and university:

- Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education.
- Selecting and admitting students, in cooperation with secondary schools.

- Orienting the student to his educational environment.
- Providing a diagnostic service to help the student discover his abilities, aptitudes, and objectives.
- Assisting the student throughout his college residence to determine upon his courses of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings.
- Enlisting the active cooperation of the family of the student in the interest of his educational accomplishment.
- Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, etc., and through progression in religious, emotional, and social development, and other nonacademic personal and group relationships.
- Assisting the student to clarify his occupational aims and his educational plans in relation to them.
- Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors.
- Providing and supervising an adequate housing program for students.
- Providing and supervising an adequate food service for students.
- Supervising, evaluating, and developing the extracurricular activities of students.

- Supervising, evaluating, and developing the social life and interests of students.
- Supervising, evaluating, and developing the religious life and interests of students.
- Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible.
- Coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help.
- Keeping a cumulative record of information about the student and making it available to the proper persons.
- Administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved.
- Maintaining student group morale by evaluating, understanding, and developing student mores.
- Assisting the student to find appropriate employment when he leaves the institution.
- Articulating college and vocational experience.
- Keeping the student continuously and adequately informed of the educational opportunities and services available to him.
- Carrying on studies designed to evaluate and improve these functions and services.

Coordination

The effective organization and functioning of student personnel work requires that the educational administrators at all times (1) regard student personnel work as a major con-

cern, involving the cooperative effort of all members of the teaching and administrative staff and the student body; and (2) interpret student personnel work as dealing with the individual student's total characteristics and experiences rather than with separate and distinct aspects of his personality or performance.

It should be noted that effective personnel work may be formally organized or may exist without direction or organization, and that frequently the informal type evidences a personnel point of view in an institution. In either case, the personnel point of view is most likely to permeate an entire staff when it is the result of an indigenous development in the institution. Imposition of personnel theories and practices from above or from outside is likely to result in pseudo-personnel work, with probable antagonism developing therefrom. However, it is obvious that coordination of student personnel work is urgently needed. We suggest several varieties of such needed coordination.

Coordination Within Individual Institutions

The student personnel functions set forth earlier in this report should be coordinated within each educational institution. Existing conditions emphasize the need for such coordination. All personnel workers within an institution should cooperate with one another in order to avoid duplications of effort and in order to develop student personnel work evenly. The plan of coordination and its administration will, of course, vary with institutions of different types.

Coordination Between Instruction and Student Personnel Work

Instruction is most effective when the instructor regards his classes both as separate individuals and as members of a group. Such instruction aims to achieve in every student a

maximum performance in terms of that student's potentialities and the conditions under which he works. Ideally each instructor should possess all the information necessary for such individualization. Actually such ideal conditions do not exist. Therefore, a program of coordination becomes necessary which provides for the instructor appropriate information whenever such information relates to effective instruction.

An instructor may perform functions in the realms both of instruction and student personnel work. Furthermore, instruction itself involves far more than the giving of information on the part of the teacher and its acceptance by the student. Instructors should be encouraged to contribute regularly to student personnel records such anecdotal information concerning students as is significant from the personnel point of view. Instructors should be encouraged to call to the attention of personnel workers any students in their courses who could profit by personnel services.

Certain problems involving research are common to instruction and student personnel work. Any investigation which has for its purpose the improvement of instruction is at the same time a research which improves personnel procedures. Similarly, the results of any studies, the aim of which is to improve personnel procedures, should be disseminated throughout the instructional staff. In both cases wherever possible such projects should be carried on as cooperative ventures.

Coordination Between the Business Administration and Student Personnel Work

In all financial or business matters having to do with student activities or student problems, either in terms of individuals or groups of individuals, coordination and

correlation must exist between business administration and student personnel work. Examples of such matters are: student loans, dormitories, dining halls, scholarships, student organizations, athletic management, deferred payments of fees, and student participation in business management of institution.

Coordination of Personnel Work Between Institutions of Secondary and Higher Education

There is a pressing need for further coordination between secondary schools and institutions of higher education. Since a special need exists for coordination between student personnel work in colleges and in secondary schools, copies of the data sent to the admissions department should be available to other college personnel officers. This would be a desirable place to begin coordination. The selection of students, where conditions will permit, should be based upon total personnel records as well as grades in courses. Examples of items in such a record are:

- ability in critical thinking
- ability to cooperate
- physical and mental health
- aesthetic appreciation
- test records such as aptitude tests, reading ability, etc.
- vocational objective
- summarized predictions of college performance.

Coordination should also result in more effective interchange of information, problems, and techniques between the personnel units of colleges and secondary schools. Competent individuals should be available whenever secondary schools desire a presentation, either to students or faculty, of college opportunities and requirements.

Problems of research which require coordination between secondary schools and colleges reside in such areas as:

- Transfer from high school to college with particular reference to the last year in high school and the first year in college
- The basis upon which high schools guide toward college
- The basis upon which colleges select entrants
- Freshman failures
- Variations in the total requirements of different types of colleges; for example, engineering, dentistry, liberal arts, teacher training, etc.
- Existing types of coordination between secondary schools and colleges; for example, high school visitors, examination systems, coordinating committees, experimental investigations, etc.

Coordination Among National Personnel Associations

During the past two decades a number of associations of various types of student personnel workers have come into existence. These associations perform valuable services in furthering personnel work and in bringing workers in the field into closer professional and personnel contact. We believe that the point of view for which all personnel people stand and the services which they render would be greatly enhanced were closer coordination developed between these associations. Hereinafter we propose that the American Council on Education establish or sponsor a committee on student personnel work in colleges and universities. We recommend that this committee, as one of its functions, undertake to bring about closer relationships between these associations.

Coordination of Student Personnel Work with After-College Adjustment

Effective student personnel work should include as its culminating activity adequate provision for induction of students into after-college life.

The satisfactory adjustment of graduates to occupational life constitutes one important basis for evaluation of an institution's educational effectiveness, since it stimulates a continual reexamination of educational procedures and the effect of those procedures upon the men and women who make up the student body of the college. Moreover, coordination between college and occupational life rests essentially upon more complete information covering the various types of work into which college graduates go.

This conference also wishes to emphasize the necessity for conceiving of after-college adjustment as comprehending the total living of college graduates, including not only their occupational success but their active concern with the social, recreational, and cultural interests of the community. Such concern implies their willingness to assume those individual and social responsibilities which are essential to the common good.

Future Development

Student personnel work is developing with some rapidity throughout the country. Annually a large number of institutions undertake for the first time additional student personnel functions or they further develop services already established. At the same time, new methods of organizing student personnel services are coming into prominence; the literature of the field is expanding voluminously; and

problems in need of careful investigation become more numerous every year.

Because of these and other considerations, a need for national leadership in student personnel work is becoming continuously more obvious. If the expansion and development that the colleges and universities of the country are experiencing in the student personnel field is to be as desirable and effective as it should be, some national agency needs to be available to assist administrators, faculty members, and student personnel officers in their developmental efforts. No such national agency now exists, and a careful canvassing of the student personnel associations which have grown up brings us to the unanimous conclusion that no one of them is able to become that national agency.

We, therefore, propose that the American Council on Education establish or sponsor a committee on student personnel work in American colleges and universities. This committee should, in our judgment, undertake the following activities.

National Survey of Student Personnel Work

This survey should be conducted throughout the country after the pattern of the one undertaken by L.B. Hopkins for the American Council on Education in 1926. Such a study would require the services of but one individual who would visit five or six institutions in each of half a dozen institutional categories. The undertaking would result in an overview rather than a detailed study, and its publication would satisfy the growing demand for current authoritative information about the student personnel field. It would be built around a checklist of the functions we have listed. The Hopkins survey had such great influence that we believe an up-to-date and analogous study published in concise form would be of

immediate interest and value to administrators and faculty members throughout the country.

Interpretation of the Problems of College Students

A short volume with some such title as "The College Student and His Problems" should be written and published. The purpose of this volume would be to inform administrators, faculty, and the general public of the complex human problems that are involved in education. Stressing scholarship and intellectual development, educators frequently take for granted or actually overlook the philosophy which we have herein before called the student personnel point of view. The preparation and publication of the volume which we propose would, we believe, do much to bring this philosophy to the attention of all individuals concerned with higher education. It would, moreover, bring this philosophy to their attention in terms of the actual experiences of students rather than through an abstract discussion.

Handbooks on Student Personnel Functions

A series of handbooks on particular student personnel functions should be written and published. The survey proposed above would provide a panoramic picture of the entire field. The handbooks that we are suggesting would furnish detailed information about specific personnel functions. Data for these handbooks would come from two general sources: first, from the information gathered by the surveyor of the detailed operation of specific personnel functions in the institutions he visits and second, from the literature. Each handbook would stress the best practices developed in the handling of each function. The work of writing each handbook should be under the direction of a committee of three. This committee should include an active worker in the special field under discussion and a rep-

resentative of the appropriate national personnel organization.

Research

Obviously, student personnel services will never develop as they should unless extensive and careful research is undertaken. We, therefore, urge that the facilitation and direction of research be considered an essential responsibility of the committee. In this field we envisage the committee as important in two directions: first, in encouraging other agencies to undertake investigations, and second, in carrying on several investigations on its own. We list below projects of both types.

We propose that the Committee on Measurement and Guidance of the American Council on Education be requested to consider the desirability of the following four investigations:

Aptitude testing. The investigation of aptitudes on a national scale comparable to the work undertaken by the Cooperative Test Service but in the field of differential vocational as well as educational aptitudes.

Social development. The development of instruments for measuring social adjustment and social maturity.

Diagnostic techniques. The study of the field of usefulness of existing diagnostic instruments and the development of new instruments.

Scholastic aptitude test scale. Bringing together on a comparable scale the norms of various widely used scholastic aptitude tests.

We also propose that the National Occupational Conference be requested to consider the desirability of carrying forward the following work:

Occupational information. Gathering and publishing occupational information for college students with particular emphasis upon periodic census data and trends.

Traits needed in occupations. Working with the Committee on Measurement and Guidance in the study of human traits significant for various occupations, particularly those which college students enter.

A number of research projects need to be undertaken in the immediate future and responsibility for which no existing agencies seem able to assume. We, therefore, propose that the committee secure support for the following four studies:

Student out-of-class life. College students spend the majority of their time outside the classrooms and laboratories. We have, however, no significant data as to the activities in which they engage. In order to understand the educational importance of their activities, we propose that on a score of campuses throughout the country data be collected. Incidentally, this research would be relatively inexpensive since on every campus individuals may be found to do the work without compensation.

Faculty-student out-of-class relationships. Much is said frequently of the place that faculty members have in student personnel work. We have, however, few facts and we propose that data should be gathered from a number of institutions following much the same techniques as proposed above.

Financial aid to students. Large sums of money are available in many institutions for scholarships and loans. In addition, the National Youth Administration has been spending many millions during the past three years to help students to stay in college. The problem of who should be helped and how much is growing more important every year. We propose that this problem in its wide ramifications might well be studied. Perhaps funds for much of this work could be secured from the National Youth Administration.

Follow-up study of college students. Every year over a hundred thousand students graduate from our colleges. What happens to them and what effect their college work has had upon their vocational and personal adjustments we can only guess. We, therefore, propose that the committee develop a method for making follow-up studies and that this method be made available to interested institutions.

Advisory Service to Colleges and Universities

An advisory service to colleges and universities interested in the improvement of student personnel work should be developed. While the proposed survey is being undertaken and while the suggested handbooks are being written, the committee will inevitably have addressed to it a number of inquiries about problems within its field of interest. These inquiries cannot be answered authoritatively until these two ventures are finished, but meanwhile the committee should assume responsibility for directing such correspondents to the individuals best qualified to assist them. When the survey is finished and the handbooks available, however, we propose that the committee actively promote the best student personnel practices which its work has brought to light.

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